DOCUMENT RESUME

ED 238 460 JC 830 526

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TITLE Putting America Back to Work: Phase II.
PUB DATE 26 May 83
NOTE 23p.
PUB TYPE Viewpoints (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College Role; *Community Colleges; *Community Development; Community Education; Economic Change; Educational Assessment; *Educational Needs; *Educational Planning; *Education Work Relationship; *Labor Force Development; National Programs; Two Year Colleges
IDENTIFIERS *Putting America Back to Work

ABSTRACT

The premises, platform, and strategies of the second phase of the American Association of Community and Junior Colleges (AACJC) Putting America Back to Work campaign are outlined in this paper. The section outlining premises contends that the United States' economy is in trouble; that economic problems are bound up with international marketing; that private sector/public sector collaboration is needed; that the American economy must be restructured; and that economic productivity depends upon appropriate education. The next section analyzes the role of the community college in a national education, training, and communication system, and offers the following suggestions for specific strategies: (1) formation of a national consensus on direction and action; (2) the development of community coalitions between business and the community college through the formation of Human Resources Development Councils; (3) the creation of community economic development plans; (4) the formation of networks for the transfer of technology and knowledge; (5) the development of community education and training plans; (6) the establishment of a national training strategy; and (7) the provision of lifelong training for work. The final section outlines elements of a community training plan, which includes an audit of the effectiveness of community education in the areas of basic skills, new literacies, entry-level skills, in-service and upgrading programs, and displaced workers' programs. (LAL)

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PUTTING AMERICA BACK TO WORK: PHASE II

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May 26, 1983

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Putting America Back to Work: Phase II

The achievements of the AACJC's Putting America Back to Work campaign and ACCT's efforts to create community education/industry coalitions under the rubric of "BIC" have been remarkable. From the President of the United States to our county executives, from the U.S. Senate to our local legislatures--those who run our national, state and local governments are clearer about who we are and what we can do. We have made friends and created allies among those who run our large and small industries and businesses: chief executive officers and training directors, and those who man the major associations that advise or represent the private sector. In some ways the most impressive accomplishment of all has been getting--and holding--the attention of our own constituencies: trustees, presidents, state directors, faculty, students. Nothing much of value will happen, or survive, if those who administer and teach in our colleges see our work as public relations for our programs and performance of yesterday, if they believe that everyone else in the country has to change, be retrained, but ourselves, if the innovations we are asking for fail to include the community college curriculum.

Phase II will continue and extend our efforts to sensitize the influentials of the United States, and the general citizenry, to the role our community and junior colleges can play in revitalizing the American economy and retraining the American work force. We need more governors who see the power of our performance and possibilities; more business leaders who understand the possibilities of business/community college linkages; more state legislatures who understand how its community college network can move ideas and information

to the communities of need that want one kind of help and the prosperous communities that want another. We must, however, turn this new awareness, this heightened consciousness into new initiatives, into programs that deliver.

It will be useful, as a necessary first step, to sharpen our theory. (Whitehead said that nothing is as practical as a good theory.) More specifically, I think we need to clarify our premises; construct our platform: and agree on our strategies.

The Premises

1. The economy of the United States has been in trouble for some time.

The latest manifesto "America's Competitive Challenge: The Need for a New Response":

> The United States has experienced a prolonged period of economic difficulty. In the past 12 years, the nation has suffered three major recessions, each worse than the last. In 1982, more Americans were out of work than at any time since the Great Depression. Productivity growth has declined... Trade and budget deficits have risen. Most importantly, a growing number of U.S. industries are less competitive than they were in the past--a decline that is simultaneously a cause and a consequence of our economic malaise.

The first words of The Economy in the 1980's: A Program for Growth and Stability:

> In the decade of the 1970's the U.S. economy experienced its worst performance in four decades. Rising U.S. inflation and stagnant productivity growth were responsible for the worst economic performance of any Western country.

In his The Next American Frontier Robert Reich starts the erosion earlier: "Since the late 1960's America's economy has been slowly unraveling."

2. The problems of the U.S. economy are bound up with the international marketplace, and the U.S. cannot solve its economic problems if American business and industry cannot learn to compete more successfully at home and abroad, with

the businesses and industries of the rest of the world.

> While the U.S. economy has remained relatively stagnant in recent years, other countries have made rapid gains. The Japanese and the Europeans already have captured major snares of the world markets for products such as automobiles, steel, machine tools, and other manufactured goods...Today, these same countries have targeted and are winning major world market shares in the rapidly growing high-technology and service industries of the future, such as computers, telecommunications, advanced electronics, bio-technology aer space, insurance and financing...Thus, the full revitalization of the U.S. economy is dependent upon the ability of American industry and workers to compete in global markets at home and abroad.
>
> "America's Competitive Challenge..."

3. The new economic realities require that we modify our historic attitudes toward private sector/public sector collaboration, and that we devise new ways for business, government, and education to share the work of economic re-structuring and the retraining it will require.

Editorial, November, 1982 issue of "Financier," the "journal of private sector policy."

> The leader of US business and finance, in a convergence of views that is virtually unprecedented among such independent and strong-minded men, are voicing the need for a system of national planning, so that this nation shall not muddle into such an unnecessary and avoidable mess again...there are frequent and vigorous voices raised to the point that the old ways simply won't do any more--that new ways to order and organize US production must be created if it is to realize its full potential, and deliver its full bounty to its people and the world.

James F. Bere', Chairman of Borg-Warner:

> It is time we established a genuine partnership between business and government.
>
> Now, that is a generality with which few people would disagree. But to achieve it, change in both business and Government attitudes will be required.

"America's Competitive Challenge..."

> Just as no single group or institution is responsible for the

> decline in America's capacity to compete, no single group can solve the problem alone. Orchestrating the multitude of specific public and private initiatives into an internally consistent long-term approach will require the collaboration of all segments of society--government, business, education, and labor--as well as individual citizens.

4. Renewing the American economy will mean restructuring the American economy, not patching it: changing our approach to the manufacturing process; finding new ways to exploit new technologies; modifying or abandoning industries and forms of work we cannot reform, or which cannot be made competitive; serving and creating new markets, and marketing strategies, at home and abroad.

The consensus is that we will make our manufacturing productive and competitive as we did our agriculture: by moving people out and machines in. The robot will replace the worker on the assembly line, and newer technologies will replace the robot and eliminate the assembly line. Those Americans who do not learn to work in the new knowledge and information industries, or in services, will make things in manufacturing styles radically different from the mass production factory system that we know now:

> Accomodating world development without succumbing to the new competition means that we cannot continue to rely on high-volume, standardized industries after other countries have become better suited for them. Rather, our economic future must be rooted in the only resource that will remain uniquely American: Americans themselves. The industries that will sustain the next stage of America's economic evolution will necessarily be based on a skilled, adaptable, and innovative labor force and on a more flexible, less hierarchical organization of work.
>
> ...The industries in which the United States can retain a competitive edge will be based not on huge volume and standardization, but on producing relatively smaller batches of more specialized, higher-valued products--goods that are precision-engineered, that are custom-tailored to serve individual markets, or that embody rapidly evolving technologies. Such products will be found in high-volume

> segments of more traditional industries (especially steels and chemicals, computer-controlled machine tools, advanced automobile components) as well as in new high-techonology industries (semi-conductors, fiber optics, lasers, biotechnology, and robotics.)
>
> Robert Reich, The Next American Frontier

5. Our ability to restore America's competitive position in the world economy depends on our willingness to make the massive investments in human capital on which that new economy will rest, since we must have better informed and more highly skilled researchers, entrepreneurs, managers, marketers, engineers, technicians, laborers; the productivity of the economy will be the sum of the knowledge, skills and attitudes of those who man it.

Dr. A. P. Carnevale, Human Capital: A High Yield Corporate Investment:

> Perhaps the most remarkable finding is the sizeable, positive influence of increased education on growth in national income.
>
> ...Productivity is the human art of getting more with the same or fewer resources. This can be accomplished by increasing the intensity with which we utilize resources (working harder) or by increasing the efficiency with which we mix and use available resources (working smarter). Both depend on the skill and work effort of labor and management. In short, productivity at its roots, turns on human decisions and work attitudes.
>
> ...Growth in on-the-job know how, the reallocation of labor and the increase in the quality of labor through education, training and health care have consistently accounted for more than three quarters of productivity increases since 1929 and for most of our growth in national income. By comparison, the amount of machine capital per worker has contributed a consistent, and disappointing, 20% or less...in the absence of the human contribution, productivity would have been virtually nonexistent throughout most of this century.

Dr. Pat Choate, Retooling the American Work Force

> American workers face an uncertain economic future. Technology

> and foreign trade are making millions of existing jobs obsolete. The academic and functional skills of most workers are too antiquated for the new replacement jobs that are already emerging. Neither business nor government is adequately prepared to help workers with retraining or adjustment assistance. In sum, America needs, but lacks, a national training strategy.
>
> The absence of such a strategy is a major barrier to America's economic renewal. Thus we are overlooking critical means to generate economic growth and strengthen the competitiveness of performance of the American work force. Yet, investment in workers is as essential to national economic renewal as investment in improved plant, equipment, and technology. After all, more complex machines and more sophisticated technologies require better trained workers.

This, then, is the shape of the consensus that seems to be growing among the leaders of our society: the American economy is in long-term and systemic trouble; it is facing competitive challenge at home and abroad from other nations; recovery will require new attitudes and intersector collaboration; the economy must be drastically changed, not patched; the present skill, knowledge, and work styles of the American work force are not now appropriate for the new economy.

Why is it important for those of us who are offering to help "put America back to work" to share a common diagnosis of our problems. Clearly, if our trustees and presidents, and those who finance and write laws for our college, do not agree on the disease we will not not agree on the cure. We will have a multitude of doctors with conflicting prescriptions; or we shall continue to have community colleges for whom the problem itself is not a serious priority. Toynbee reminded us that all societies and civilizations are challenged, and their survival and strength depends on the quality of their response. The response we make begins with our ability to share a common view

of the challenge.

Putting America Back to Work: The Role of Our National Community College System

All of the elements and institutions of society must be mobilized in the campaign to restore our economy. And, the campaign will be disorderly and wasteful if we compete for visibility and resources, rather than find our rightful place in the effort and join with the others. What, then, are the special strengths and possibilities that the community colleges of the nation bring to the work?

It seems to me that what we can now contribute to the national purpose requires that we learn to look at ourselves, and help others to see us, as a national educational, training, and communication system, a system already in place in the fifty states, a system that moves ideas, innovations, technology, education, and training throughout the nation rapidly and in ways that adapt the knowledge that we disseminate to the unique needs and qualities of each of the communities we serve.

The proposition that we are already a national training system ready to mobilize for a national training strategy may puzzle or offend some of our leaders, for whom such language will conjure up visions of the lock-step and the loss of the local autonomy and responsiveness. We may have to find softer ways of saying it; the fact remains that the national need does not allow for the new imperatives to circulate slowly and casually throughout society until the new consensus is forged and there is public

support for the new economy, say five years from now. If we are charged with the job, allowed to do the job, the AACJC and ACCT can help circulate the key ideas throughout the nation, have them widely discussed and debated, and speed up the formation of the necessary consensus on direction and action. And, we can do this, uniquely, with full respect for local tradition, need, and adaptation.

Our national organizations, journals and bulletins, conferences and workshops allow us to serve as such a national system. Further, we bring to the work traditions and legal mandates that our leaders increasingly see as vital to the national purpose: we are community-based, and economic development requires tailoring to the assets and deficits of each region and community of the country; we are historically committed to education for work, to close collaboration with the workplace and those who manage it, so that we have an affinity for (rather than a distaste for) workplace education; and we have vast resources in place that need no duplication by government or industry: teachers, libraries, laboratories, equipment, budgets for training.

Since the launching of the "Putting America Back to Work" campaign there have been other contenders for the role emerging--the universities, for one--and others will appear. They all have much to offer, much that we welcome and cannot offer--the universities' ability to provide much of the nation's research and development capacity we do not have, for one. Our success requires that we position ourselves in the effort precisely, so that we do not claim too much, and that we are seen clearly for what we are

and can do.

Given all of this, I would propose that we consider a five-point platform for the community colleges of the United States, that we announce that these are the things we are uniquely qualified to do as part of the work of changing the American mind, the American economy, and the American work force.

The community colleges of the nation can help

1. Create the new consensus that will allow and sustain the new American economy.
2. Forge in each community a coalition of leaders and general citizenry of business and industry, government, labor, and education to restructure the economy of that community.
3. Create for each community a community economic development plan.
4. Find the knowledge, information, and talent the community needs to build and implement its economic development plan, and move these into the community.
5. Develop the community education and training plan, and implement those portions of it that have to do with technician education, upgrading and retraining, with particular attention to employer-specific, in-plant and on-site training.

The five initiatives can be viewed as elements of a single, orchestrated national effort in community education.

It will be the work of the Task Force and Project Director to translate these five goals into specific strategies. The examples that follow are meant to be suggestive rather than definitive.

The New Consensus

With the help of such national and state organizations as the U.S. Chamber

of Commerce, the Business Roundtable, The U.S. Department of Commerce, the community colleges can create a national platform for presenting and discussing the new economics. Programs can be live, or speakers and programs can be made available to our colleges on videotape. Programs can feature speakers of national stature, live or on video, followed by local speakers who debate and discuss the issues raised.

Using the model successfully developed by such organizations as the Foreign Policy Association and the Great Books Association, the AACJC and an organization such as the Joint Council on Economic Education might create a community discussion group approach to the study of the problems and potentials of the American economy. If 20,000 Americans were studying and debating the contours of the American economy and the international marketplace at the same time we would be making a substantial contribution to the new consensus.

The Community Coalition

"BICC" assumes the need to have in each community a working partnership between the leaders of business and industry and the community college. Our project must move that idea forward.

The nature of the coalition that evolves in each community will be influenced by the history of that community, including the structure, that might already be in place, and the balance of interests and forces in the various sectors. Some communities will choose to build their coalitions on Work Education Councils emerging from the work of Willard Wirtz; more will assign the coalition-building function to the newly-redesigned PIC. In most cases,

the community college will be asked to be part of these coalitions, and will choose to do so. The college will then consider the advisability of a separate "BICC" for intensive focus on community college/business/industry ventures. In some cases the college will decide that a separate "BICC" will be seen as divisive, and will not create one, in other cases, the "BICC" will be welcomed as an important contribution to the community's effort.

My earlier proposals for the community college as the site of a "Human Resources Development Council" may prove of interest in some communities for a workable coalition design. In that paper I proposed the following functions for the HRDC:

-to create in each state a business and industry diffusion network similar in mission and function to agricultural extension, that will bring into every community state-of-the-art information on economic development and technological innovation. The HRDC network will be connected to university centers and other research and development agencies of the state and nation.

-to coordinate the training programs of the community provided by the schools, colleges, unions, and business and industry.

-to monitor and evaluate the training programs available in the community.

-to create the community master training plan and strategy.

-to see that new training programs are developed and introduced by the appropriate training agency.

-to bring into the community educational and training resources not available in the community itself.

To perform these functions the HRDC will be governed by a Board composed of chief executive officers and other key business and industrial leaders; school superintendents and college presidents; government leaders; and representatives of PIC and other private sector organizations; and organized labor.

> The HRDC will need staff. The community college should be encouraged to budget for this function, and trustees, local sponsors, and state legislatures should legitimize the use of college funds for HRDC expenses. The community college has much in place that can be immediately mobilized ... classrooms, catalogs, libraries that can become business information centers, facilities for conferences and workshops, community service staffs, trained technical faculty, teachers that are willing to learn how to teach in the industrial milieu. Where legislation or policy constrains the use of college funds for employer-specific or on-site training, the trustees and the business and industrial leaders should work to have these constraints removed.

The Community Economic Development Plan

Communities, like individuals, have assets--climate, or energy, or emerging industries with growth potential; and they have deficits--climate, or energy, or declining industries that will lose markets and workers. The community college can help its community create a community economic development plan that emerges from an unblinking assessment of assets, deficits, and possibilities.

The AACJC/ACCT project might join with such a firm as McManis Associates to design tools that a community might use in making its self-appraisal and designing its plan: check lists, audits, inventories that might generate the data and the perspectives that support available economic development plan. At the very least the community college can help the community realize that opposite of planning is not freedom but confusion and chaos.

The Transfer of Technology and Knowledge Network

Much of the technology and information our businesses and industries, governments, and educational agencies need is available in university research centers and libraries, in think tanks, in the publications and experience of

national and state professional and special purpose organizations. Our institutions, however, particularly our smaller institutions, will remain technology and information poor if some practical way of moving that information into our communities in forms that make them accessible. The computer connected to data banks is one answer; the national community college system is another. The community college, like the agricultural extension agent, can act as broker between those who have the information and those who need it. Until such time as our present and future managers, entrepreneurs, small and large businesses, county legislatures, and public schools have their own information search systems the community college should devote its community service staff, its libraries and librarians, its professoriate and classrooms, catalogs, and bulletins to this vital role.

The AACJC's Small Business Network illustrates what can be done by our colleges to identify a need, a clientele, and a way of meeting that need and serving that clientele by moving information and knowledge. We should consider how such work can be enhanced, accelerated, and adapted to other economic needs and clienteles.

The Community Education and Training Plan

It is, of course, here that the depth and subtlety of our commitments are vital to how we are perceived and supported. We will, I trust, take the position that education and training in each community is a ladder whose strength and stability depends on each rung, and that we are concerned with helping to design and improve all of the ladder as well as our own piece. And,

of course, we cannot in honor hold that basic skills in the schools must be strengthened, science and math instruction redesigned, and in-plant training reorganized without asserting that what we do needs improving and refashioning, and that we are committed to helping the community colleges change as they help the rest of the community's educational agencies to change.

My own proposals for our philosophy and role in community education rests on the thinking of theorists like Dr. Pat Choate; they try to translate such thinking into strategies, ways of helping a community to look at its education and training system and begin to work for change. What follows is from my paper prepared earlier for the ACCT.

What the New National Training Strategy Must Do

If we believe that the quality of life in America begins with the quality of work in America we must conclude that human resource development has become a matter of public policy and public responsibility, that we can no longer afford to assume that our obligations for schooling and training are confined to the provision of a general education for youth, that the private sector or the private citizen must bear the costs of the lifelong education that our society and our economy now require. Because of "the education gap"--the unwillingness or inability to our public schools and colleges to teach the skills the economy needs--our businesses and industries have created their own apparatus of schooling that spends perhaps $50 billion yearly on teachers, books, hardware and software, classes, workshops and conferences. If those dollars could be freed, if our schools and colleges would assume their rightful responsibilities for teaching and learning, a goodly portion of these billions

might be used for research and development, for entrepreneurial risk taking, for domestic and international marketing--for those activities, in short, that create wealth for America and jobs for Americans.

We must attend seriously to the widening gap between those who design and manage our businesses and industries and those who design and manage our educational institutions. There are differences in mission and methods that must be understood and respected, but academic freedom cannot be a mask for perpetuating curricula that do not prepare our citizens for work and citizenship; nor can the truism that business best serves the community when it attends strictly to business and profits shield business from considering its responsibilities to the lifelong education of those who work, or want to work. There are many examples of business/industry collaboration: businessmen serving on boards and curriculum committees; cooperative work programs using the workplace as teaching laboratories; donations by industry of consultants, adjunct professors, equipment, scholarships; all of these are of great importance and should be expanded. What the times now require is more mechanisms for insuring close and regular sharing that would constitute the academic equivalent of "feedback": the daily flow of information between the two partners, so that inadequate programs might be strengthened, obsolete programs discarded, and new programs created.

In the past it was easier to believe that education was the creation of durable curriculum and course structures that would last, like our homes and factories, for many years. The new educational commitment must now allow for programs to serve and then to disappear, as technology changes, or

markets disappear, and jobs move out of, and into, the community.

The new educational and training strategy will create programs that emerge from the differences in the socioeconomy of our communities--community-specific as well as employer-specific programs--as well as programs that provide the more permanent and transportable bodies of knowledge and skill that a mobile American population needs.

The American educational scene is characterized by a diversity of educational institutions, and there is a danger of waste and duplication if the location and sponsorship of programs are uncoordinated and unplanned. A certain amount of competition in the educational marketplace may be healthy, but each community should attempt to find ways to assess existing programs and create necessary new ones in an orderly and cost effective way.

Lifelong Training for Work

Throughout the United States, and indeed throughout the world, there is a growing consensus that one of the historic premises on which much of our present educational system rests must be transcended in the light of what the world now is: the belief, institutionalized in our buildings, our budgets, our courses, our teaching strategies, that education is for the young, and that at some point at age 16, say or 18, or 22--one has gained from education a permanent supply of intellectual capital that must last for one's working life. A variation of the belief is that society's obligation for formal training extends only to the young, and upon commencement further training is the responsibility of the citizen himself--thus, the unemployed auto worker

is responsible for funding his own training--or it becomes the responsibility of other agencies of society--thus, our $50 billion training expenditure by business and industry.

The new economic and social realities require that a national training strategy provides lifelong access to training and retraining for all of those who work, or want to work--the great majority of the American people.

Those who work in our large businesses and industries need training. The highest levels of corporate management in each community need to keep abreast of the latest research and development affecting their industries, and if the information is not in the libraries and document centers of the communities, or the conferences and institutes are not locally available, industry will create its own libraries and conference centers, and send themselves around the country and the world for the necessary training. Middle management needs training, and engineers, and marketing managers, and salesmen. The workers in production need upgrading and retraining: secretaries and clerical workers threatened by the disappearance of shorthand, have to learn about word processing, and the electronic office. As industrial equipment becomes increasingly complex, maintaining and repairing the equipment requires complex and frequent training.

The evidence is clear that the majority of new jobs that have been created in recent years have not been in our large firms and industries but in our small businesses. The service economy, the growth of knowledge work, lend themselves to entrepreneurial skill and daring, and there has apparently been

a revival of the spirit of enterprise in the country. The entrepreneur often lacks a background in finance, or marketing--skills that he may need to turn his craft or technological vision into a successful and growing business. New educational and training strategies can help small businesses secure themselves, and grow, creating new jobs in their communities. New federations of machine shops and education, for example, may help small shops share access to computer-assisted design and manufacturing--technology that none of them might afford alone--and technician training for these new fields might use the same equipment that serves the machine shops. As the New York State plan suggests, small and medium sized businesses may need help in finding their way into the world marketplace, and the training agencies might provide the necessary sensitizing and the expertise.

The traditional constituency of education--our youth--will continue to be a central concern of the new educational strategy: all youth need help in entering the economy, not only the disadvantaged who need basic education, or our elite preparing the professions. Our social structure often shelters youth from the work environment, and business and industry need to help in creating opportunities for work experience for all American youth. We need better approaches to vocational counseling, and those currently employed in a field can be helpful; we need approaches to job searching for youth; and we need "life skill centers" in every community that help all young people (and their parents, when necessary) assess their skills and interests, practice their job search skills, learn something of the work environment, develop, if need be, their basic skills of letter and number, and acquire a marketable skill.

And, in every American community the training plan must provide for the special needs of women, minorities, the handicapped, the elderly. A special word must be said about the "redundant" worker, the hundreds of thousands of American workers that have been idled by the transformation of our economy. The numbers of displaced workers will grow during the next decades, and every community owes it to these men and women to design programs of counseling, placement and training that recognize the claims they have on the rest of us.

The Elements of a Community Training Plan

The audit that each community makes of its training programs, and the plans that it develops and implements for their strengthening will look at both pre-entry training--those programs for youth and adults that equip people with basic skills and marketable skill so that they bring to the work force abilities that make them employable; and in-service training programs--those programs, whether "employer-specific" and offered in the industrial environment, or centralized to serve a group of workers or businesses, that provide training and upgrading for those already in the work force.

A community training and education audit will raise and answer the following questions:

1. Basic Skills. According to the evidence, how well is our community doing in the teaching of reading, writing and mathematics? Do we have statistics, or estimates, of the number of adult illiterates in our community? Are we dealing with our problems of youth and

adult illiteracy? Would any of our industries be interested in serving as the site of adult basic skill training for their present, or future, employees?

2. The New Literacies. How well are we doing in grounding our students in science and mathematics? In the role and meaning of the computer? In the working of our economy, and the world economy? In "global literacy": a sense and a grasp of the forces that are simultaneously making the world a single community and fragmenting us into competing nations and systems?

3. Entry Level Skill Programs. What courses and programs are we offering in the skilled trades, in the service occupations? How well are they working? Should some be scrapped and others added? What is the state of our technician programs, and how should they be changed? Do we have programs to prepare people for the professions, such as engineering, and how good are they? If our entry programs are not "state-of-the-art," can industry help make them so?

4. Inservice and Upgrading Programs. What programs now exist to serve those now employed in local business and industry? Are there "employer-specific" programs offered in plants? Are they publicly supported, or is it assumed that industry must pay the full cost of such inservice training? Are local businesses and industries willing to allow the use of their facilities and equipment as

training laboratories? Does industry encourage its experts to serve as faculty?

5. Displaced Workers Program. Is there an early warning system in the community: a way of identifying workers threatened with job obsolescence and loss so that retraining and relocation might take place in a dignified and timely way? Are there adequate job search and placement programs in place in the community? Testing and assessment programs that help the worker to determine fields he might consider for new work? Is there a commitment to provide both short-term training so that the displaced worker might move immediately into other paid employment, and long-term training while he is so employed in temporary work so that he might be equipped for more permanent and better paying work?

The educational and training agencies of the community must be assured that the community audit does not intend to expose weaknesses in the training system to embarrass or condemn; no community's audit will result in perfect scores, any more than an audit of business practices would find the community's business leadership without failings and flaws. The intention is to learn of strengths and weaknesses so that the strengths can be built upon and weaknesses corrected.

An unblinking and candid audit that looks closely at each element of the community's training system and commitments will lead to conclusions and recommendations that will become the community's master plan for the refurbishing and rebuilding of its training programs.

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